DOCUMENT RESUME

ED 339 967 CG 023 875

AUTHOR Saucedo, Marcelino
TITLE Puente Project Students' Performance. Report on Spring 1988 Sabbatical Leave.
PUB DATE Jun 91
NOTE 54p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; *Mexican Americans; *Potential Dropouts; *School Holding Power; Two Year Colleges; Two Year College Students
IDENTIFIERS Cerritos College CA; *Puente Project CA

ABSTRACT

A study was undertaken to examine the performance of Puente Project students compared to that of Mexican-American students and Anglo-American students in community colleges. Surveys and interviews with Puente counselors were conducted to explore methods and techniques used to deal with potential dropouts. A comparison was made of the number of hours spent on counseling Puente and other Mexican-American students. A video case study was produced in which students gave testimonials to the effects of their educational experiences and compared them to the methods of the Puente Project, and video testimonials of four Puente students on a pre- and post-development English class were completed as well. The Puente English teacher, the Puente counselor, and the Mentor were interviewed. In addition, case studies were conducted on eight Puente Project students to obtain information for a profile on Mexican-American students at Cerritos (California) College. The study provided data showing that the ethnic composition of six English classes at Cerritos College was approximately 70% non-Anglo. The Mexican-American group started at a lower grammar skills mean level than did the Anglo group. The Puente group scored better on a grade point average mean than did either Mexican- or Anglo-American groups. The Puente students had a comparatively higher retention level than (non-Puente) Mexican-American students. The findings, taken together, confirm the effectiveness of the Puente Project in improving the academic achievement levels of Mexican-American students. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED339967

REPORT ON SPRING 1988 SABBATICAL LEAVE

BY

MARCELINO SAUCEDO

COUNSELING DEPARTMENT

March 1, 1989

(Revised June 1991)

CG023875

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marcelino Saucedo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

I want to thank the Research and
Development Staff and the Instructional
Media staff at Cerritos College for
All the help and support for this
Sabbatical Leave Report.

Thanks also to Mary K. Healy, Research
Training Director of the Puente Project,
for her invaluable assistance in editing
this document.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
ETHNIC COMPOSITION	2
REPORT	3
PURPOSES AND FULFILLMENT OF OBJECTIVES	4
ACTIVITIES	7
THE STUDY	8
PROCEDURE	9
RESULTS OF THE STUDY	10
ANALYSIS OF DATA	11
DATA ANALYSIS	13
THE COUNSELOR IN THE CLASSROOM	15
PUENTE COUNSELOR SURVEY	16
PUENTE RETENTION	19
WRITING APPREHENSION	20
CONCLUSIONS	22
RECOMMENDATIONS	24
PERSONAL GROWTH	26
CONTRIBUTION TO COUNSELING AREA	27
CONTRIBUTIONS TO THE COLLEGE	28
1988 PUENTE PROJECT CASE STUDY (APPENDIX A)	29
1985-88 PUENTE PROJECT CASE STUDY (APPENDIX B)	33
CASE STUDY CHARACTERISTICS OF PUENTE STUDENTS (APPENDIX C)	38
PUENTE PROJECT WRITING APPREHENSION TEST RESULTS (APPENDIX D)	39
WRITING APPREHENSION TEST (WAT) (APPENDIX E)	47
BIBLIOGRAPHY	50

INTRODUCTION

This document represents my report to the Sabbatical Leave Committee which is due March 1, 1989 (revised June 30, 1991). The original request for the sabbatical leave was for two semesters. But, because I was considered a lower priority applicant due to the fact I had already taken a leave, I was left with the only choice of a one-semester leave.

Since I was very interested in the Puente Project and anxious to see the results, I accepted the one-semester sabbatical leave. I didn't change the sabbatical leave's goals much from the original request. Instead, I made it less extensive and less detailed and adjusted questionnaires. However, I found that the amount of data, questionnaire results and various tasks caused me to request an extension on the reporting date.

I am thankful for the chance to visit other colleges and talk to colleagues who are concerned about the problem of students dropping out in such large numbers.

The goals and objectives of my leave have been met, and I am grateful to Cerritos College for the opportunity to research and report on the study.

ETHNIC COMPOSITION OF ENGLISH 50.2

CLASSES AT CERRITOS COLLEGE

In Southern California, it is common knowledge that there are changing demographics taking place. I wanted an idea of the ethnic make-up of the classes at Cerritos College. I checked students of six English 50.2 classes at Cerritos College during the day schedule who were enrolled in the 1985 Spring semester. The results show the average Anglo population was 11.3 (average Anglos per class) taken from an average of 36.6 students per class. Nearly 69.2% comprises "other" ethnic make-up (11.3 or about 31% were Anglo).

CLASS ENROLLMENT		ANGLOS
Class A	43	11
Class B	36	12
Class C	37	12
Class D	41	14
Class E	32	10
Class F	31	9
	220	68
36.6 average per class		11.3 average per class

REPORT

I am reporting on my sabbatical leave study during which I investigated, researched and documented areas of the Puente Project students' performance. I placed emphasis on results of student performance, case studies, counselor methods and student testimonials.

The sabbatical leave presented the opportunity for me to view first hand what other Puente classes are like and what procedures and methods were used to help Mexican-American students succeed.

An analysis of variance was conducted for three groups studied: Puente Project students, Mexican-American students and Anglo students. This study will provide data to make suggestions and recommendations dealing with retention and the dropout problems for the Mexican-American students. Case studies were conducted on eight (8) Puente Project students to obtain information for a profile on Mexican-American students at Cerritos College.

A survey was conducted at three (3) community colleges to measure writing apprehension among Puente students and students in regular classes at the same English level. The study was to research, evaluate, and to compare the differences between students.

Surveys and interviews with Puente counselors were conducted to explore methods and techniques used to deal with potential dropout students. Also, a comparison was made on the number of hours spent on counseling Puente and other Mexican-American students.

A pre- and post-video was produced where students gave testimonials to the effects of their educational experiences and compared them to the methods of the Puente Project. The Puente English teacher, the Puente counselor, and the Mentor were interviewed.

PURPOSES AND FULFILLMENT OF OBJECTIVES

1. TO RESEARCH AND EVALUATE COMPARATIVE DATA BETWEEN THE STUDENTS IN THE PUENTE PROJECT AND OTHER MEXICAN-AMERICAN STUDENTS.

   Fulfillment of objectives was met in comparing Puente students with other Mexican-American students.

   I added another group, known as the Anglo group, to the study.

   An adjustment was made by selecting the Writing Apprehensive Test because it was more appropriate to the Puente Project.

2. TO DETERMINE, IN HOURS, HOW MUCH COUNSELING CONTACT THERE WAS FOR THE PUENTE AND OTHER MEXICAN-AMERICAN STUDENTS.

   Another group, known as the Anglo group, was added to this study.

   Personal records of each of the three groups were checked for the number of appointment counseling hours recorded.

   The Mexican-American group had 35 appointment counseling hours, or a 1.1 average hours per student.

   The Anglo group had 22 appointment counseling hours, or a .7 average hours per student.

   The Puente Group had 43.5 appointment counseling hours, or a 1.4 average hours per student.

   The average appointment counseling time is about one hour for a length of from two to three years for most students. However, for Puente students, this does not include

telephone calls and campus counseling time Puente counselors spent counseling.

3. TO INVESTIGATE DATA TO DETERMINE REASON FOR SUCCESS OR FAILURE OF MEXICAN-AMERICAN STUDENTS AT CERRITOS COLLEGE.

   The comparative analysis shows significant differences between the Mexican-American group, the Puente group and the Anglo group. These differences may be due to the need for more counseling time per student, lack of reading and writing skills, taking academic courses before developing skills and writing apprehension level being higher among Mexican-American students.

4. TO DO A VIDEO CASE STUDY OF THREE TO SIX STUDENTS WHO HAVE COMPLETED THE PUENTE PROJECT PROGRAM AT CERRITOS COLLEGE.

   Video testimonial of students who have finished the Puente program was completed.

5. TO DO A PRE- AND POST-INTERVIEW OF THREE TO SIX NEW SPRING 1987 PUENTE STUDENTS.

   Video testimonials of four (4) Puente students on a pre- and post-developmental English class were completed.

6. TO CONDUCT AN ANALYSIS OF VARIANCE ON THE WRITING ANXIETY TEST OF TWO GROUPS; THE PUENTE AND NON-PUENTE GROUPS.

   The results revealed a statistically significant difference between groups at the .05 level of confidence.

7. TO EVALUATE THE DATA AND MAKE CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE PUENTE AND OTHER ENGLISH CLASSES OF EQUAL LEVEL.

   Conclusions and recommendations are listed (p. 22-25).

8. TO DEVELOP OR LOCATE A QUESTIONNAIRE TO MEASURE ATTITUDE LEVEL FOR STUDENTS.

The Writing Apprehension Test (WAT) was substituted for an attitudinal test because the WAT was more relevant to the Puente Project concept on writing skills (p. 47-49).

ACTIVITIES

During the Spring semester, I visited the following colleges:

East Los Angeles Community College

Rancho Santiago Community College

Rio Hondo Community College

San Bernardino Community College

El Camino College (survey - communicated with counselor)

This was accomplished by going to a college about once or twice per month from January to May 1988.

I interviewed counselors and teachers at their respective colleges. I took notes, gave them a survey, returned the survey for corrections.

I also administered the Writing Apprehension Test (WAT) to three (3) regular English classes and three (3) Puente classes at the following colleges:

East Los Angeles College

Rio Hondo Community College

Rancho Santiago Community College

THE STUDY

This research is designed to give insight to counseling and teaching strategies for Mexican-American students at Cerritos College.

The study should provide information to help teachers and counselors understand performance and learning potential of Hispanic students, thus encourage the retention of all community college students by experimenting with different techniques and ideas.

The results of the research should demonstrate the effectiveness of the Puente Project, focus on Puente's strengths, and compare the performance of other Mexican-American and Anglo students not involved in the Puente Project program.

PROCEDURE

Three groups of 31 Cerritos College students enrolled in English 50.2 (Developmental English) in the Spring of 1985 were researched and studied. Two groups of 31 students each were randomly selected. One group consisted of Mexican-American students. The other consisted of Anglo students.

A third group was those students selected for the Puente Project by a counselor. Consideration in selection for Puente was given to low GPA, average-to-below reading level and signs of high motivation to succeed. This group was enrolled in a two-semester (one year) English Developmental class and an English 1 transfer class.

Group 1 - Thirty-one Mexican-American students were randomly selected by Spanish surname from eight English 50.2 day classes in the Spring semester 1985. This group will be referred to as the Mexican-American Group. (Names were cross-checked, indicating Mexican-American on the application sheet.)

Group 2 - Thirty-one Puente Project (Mexican-American) students were screened and enrolled in the English 50.2 class in the Spring semester 1985. This group will be referred to as the Puente Project Group.

Group 3 - Thirty-one Anglo students were randomly selected from eight English 50.2 classes in the Spring 1985. This group will be referred to as the Anglo Group. A comparative analysis among the three groups was made on 22 selected variables.

RESULTS OF THE STUDY

Analysis of Data

CEPT -- College English Placement Test - Test of English Grammar skills. A high percentage of students took the CEPT for placement in the appropriate level course (1).

CHART

Score Range	Placement	Level
0 - 29	AED	ADULT ED
30 - 45	ENGL 50.1	BASIC WRITING
46 - 60	ENGL 50.2	DEVELOPMENTAL
61 - 106	ENGL 1	COMPOSITION

CEPT - ENGLISH GRAMMAR SKILL TEST RESULTS

Group	Mean	Level	Number
Mexican-American	44.900	(Basic Engl)	30
Puente	42.567	(Basic Engl)	30
Anglo	50.172	(Developmental)	29

The results indicate a statistically significant difference between Group 2 (Puente) and Group 3 (Anglo) at the .05 Level. The research shows the Puente Group (42.567) and the Mexican-American Group (44.900) with a Mean Level (Basic English) below the Anglo Group (50.172), which is the Developmental English Level. Yet, the GPA performance mean for English 50.2 shows the Mexican-American Group (2.391) about equal to the Anglo Group (2.318). The Puente Group (2.929) had a higher Mean GPA than the other two groups.

ANALYSIS OF DATA

NELSON DENNY - Reading Level Ability Chart (2)

Score	Grade Level	Score	Grade Level
7	3.8	19	11.2
8	4.4	20	11.8
9	4.9	21	12.4
10	5.5	22	13.1
11	6.0	23	13.7
12	6.7	24	14.2
13	7.3	25	14.7
14	7.9	26	15.1
15	8.6	27	15.8
16	9.4	28	16.5
17	10.1	29-36	16.6+
18	10.7		

NELSON DENNY READING SCORE RESULTS

Group	Mean	Grade Level	Number
Mexican-American	17.533	10.4	30
Puente Group	17.207	10.22	29
Anglo Group	20.667	12.20	22

The research shows a statistically significant difference between Group 2 (Puente) and Group 3 (Anglo) at the .05 level.

At the beginning of college, the Mexican-American and the Puente Groups were two (2) grade reading levels lower than the Anglo Group. Yet, there was a significant difference between the Puente Group GPA Mean (2.929) and the other two groups, Mexican-American (2.391) and the Anglo Group (2.318).

It must be noted 25 students (81%) in the Puente Group completed the course while the Mexican-American Group had 23 (74.2%) and the Anglo Group 22 (71.1%).

ENGLISH 50.2 GRADE

Group	Mean	Number	Percent
Mexican-American	2.391	23	74.2%
Puente Project	2.929	25	81.0%
Anglo	2.318	22	71.1%

DATA ANALYSIS

SEMESTER GPA AFTER ENGLISH 50.2

Group	Mean	Number
Mexican-American	2.029	31
Puente Project	2.315	31
Anglo	1.605	31

There was significant difference in GPA Mean for the semester of English 50.2. The Puente Group (2.315) was higher than the Mexican-American Group (2.029) and the Anglo Group (1.605).

GRADE POINT AVERAGE PRIOR TO ENGLISH 50.2

Although there was not a significant difference in GPA prior to English 50.2, the Grade Point Average Mean for the Puente Group was 1.763. The Mexican-American Group was 2.253 and the Anglo Group was 1.870. This indicates the level of performance of students recruited and selected for the Puente Project.

DATA ANALYSIS

ENGLISH I GRADE

Although there was no significant difference in GPA on the English I Mean Grade, it should be noted that only 11 (35.5%) of the Mexican-American Group completed, 22 (71.1%) of the Puente Group completed, and 18 (58.1%) of the Anglo Group completed English I. Fifty percent (50%) of the Mexican-American Group that finished English 50.2 did not complete English I.

TOTAL UNITS COMPLETED + TRANSFER TO UC/CSU

In total units completed and transferrable units completed to the UC and CSU systems after three years, there is no difference among the three groups. It does indicated the Mexican-American and the Puente Groups do catch up to the Anglo Group even though starting behind in reading levels and grammar skills.

In researching 22 variables of the three groups, Mexican-American, Puente and Anglo, the areas where there were no significant differences, it was revealed, a significant difference existed when the groups were divided into a bottom third, middle third and an upper third.

THE COUNSELOR IN THE CLASSROOM

While visiting East Los Angeles and Rio Hondo community colleges, I observed the counselor in the classroom of the Puente class. The following are my perceptions:

The counselor deals with the whole student in the Puente process as students are learning writing and leadership skills. Because the counselor is in the classroom, he is able to see the student in an academic environment. Therefore, he can effectively assess progress, setbacks, and deal with potential problems before they become too serious.

In the classroom contact, counselors may deal with cultural value conflicts, financial, emotional and personal problems. He/she helps strengthen communicative skills while modeling and encouraging assertiveness. The counselor is there to encourage a positive and comfortable learning environment for the students in this unique setting. He/she may deal with student fears and misunderstandings, at the same time encouraging an academic direction.

The counselor supports the English instructor and reinforces the need and power of writing to be successful at the university level and in society in general. He/she exhibits a positive ethnic identity and communicates to students that they are good individuals and have tremendous potential in the academic world. The counselor reinforces the need and power of writing in society. He also exhibits a strong ethnic identity for these students, and that they are good individuals and have tremendous potential in the academic world.

The pride students exhibited in their culture and language, the increased improvement in grade point average, and the higher percentage of students who transfer to four-year universities supports the value of the counselor in the classroom. Another factor which became apparent was the high retention rate of past Puente classes at Cerritos College (p. 19).

PUENTE COUNSELOR SURVEY

I visited and interviewed counselors at their respective college asking them questions on counseling Puente students. I jotted down the responses, recorded and sent them back for corrections and additions. I wanted to compare what other Puente counselors did in counseling Puente students with what I did.

Counseling Dropouts - Puente counselors seem to have a special way of dealing with potential dropouts. They take the time to explore all the possibilities to salvage student enrollment in classes. Their personalized concern and their empathy toward the counselee and his/her problem stands out as a unique quality I observed.

Some strategies that counselors used to stop potential student dropout and absenteeism were: (1) an attendance classmate buddy system, (2) home telephone calls immediately after absence, (3) post cards sent home indicating students have been missed, and (4) personal comments that students have been missed.

The writing logs students kept in Puente classes were also a method for students to communicate personal feelings and attitudes to the teacher and counselor. With information in the journal, the counselor and teacher were alerted to potential problems or classroom turn-offs.

During a "dropout" counseling session, the counselor would examine the effects of support from peers, parents, other family members, teachers and community leaders as potential participants in solving the individual dropout dilemma. Alternatives are presented to the student with an emphasis on education as a priority with options and decisions to be discussed. The issues of vital importance are whose decision it is and who will be affected by that decision.

MENTOR - THE MENTOR IS A PROFESSIONAL MEMBER OF THE COMMUNITY READY TO BE A FRIEND WHILE SHOWING THE STUDENT THE REAL WORLD OF WORK. HE/SHE IS A ROLE MODEL CONTINUALLY SUPPORTING AND ENCOURAGING THE STUDENT TO STAY IN COLLEGE AND DEVELOP SKILLS NECESSARY TO SUCCEED IN SOCIETY.

The professional leaders and role models in the community are unselfishly donating their time and efforts to make an impact on the education of Puente students.

The Mentor component plays a most effective and powerful role in the Puente program. Students are tremendously impressed with their contacts because of the encouragement and linkage to the professional community. Parents become more interested with the success of their sons and daughters upon seeing this connection.

As I spoke to counselors, they indicated the need for more reassigned time to develop the mentor structure fully. There were many more mentor contacts needed to have a more effective program. These included more effective mentor recruitment, mentor preparation, mentor planning and mentor receptions.

COUNSELOR TIME SPENT - The survey indicated there was not enough time to take care of the counselor functions necessary for a good, sound and effective Mentor component. Counselors strongly recommend more reassigned time for mentor development. There was a range of 12 - 28 hours per week devoted to counseling, mentor recruitment, mentor preparation, mentor receptions and general organization to make mentoring more effective.

ENGLISH TEACHER (Writing Teacher) - Counselors affirmed it was effective when the English teacher made the students feel important by validating the student's culture and values when encouraging family and cultural experiences in their writings. The teacher works in concert with the counselor creating a unified team supporting the educational enhancement of Mexican American students.

THE PUENTE COUNSELOR (Impact Counselor) - The counselor in the classroom is always available to guide students on careers and on academic and personal problems. He/she is a model for students in the classroom by demonstrating ways of asking questions, encouraging active participation in discussions, to develop awareness and allow students to openly express themselves. Naturally, he/she encourages togetherness and a feeling for the necessity for cooperative education.

English teachers were pleased that another professional, the counselor, was available to support the importance of developing writing skills.

The Puente experience gives the counselors in-depth experience in the value of writing, thereby encouraging writing to all counselees and to include taking English 2 and other writing development courses.

CERRITOS COLLEGE PUENTE RETENTION

In reporting retention for the six (6) Puente classes at Cerritos College, there was evidence of high retention from 197 students.

151 Completed English 50.2 (151/197) = **77%**
-- 6 Since Completed (157/197) = **80%**
86 Completed English 1 (86/197) = 44% > (86/151) = **57%**
13 Since Completed English 1 86 + 13 = 99/197 = **50%**
Completed English 1 99/157 = **63%**

		PUENTE #1		
Sp 85 Eng. 50.2	31 Enrolled	25 Completed	1-Dr 2-W 1-F 2-Inc	81%
			(1 since passed)	**84%**
Fa 85 Eng. 1	20 Enrolled	16 Completed	4-Inc	80%
			(2 since passed)	**90%**
		PUENTE #2		
Sp 86 Eng. 50.2	33 Enrolled	28 Completed	2-Dr 3-W	85%
Fa 86 Eng. 1	24 Enrolled	12 Completed	4-Inc	50%
		4-W 3-D (2 passed)	5-Inc. (3 since passed)	**71%**
		PUENTE #3		
Sp 87 Eng. 50.2	28 Enrolled	20 Completed		71%
Fa 87 Eng. 1	*22 Enrolled	11 Completed	4-D 1-F	50%
			(4 since passed)	**68%**
		PUENTE #4		
Sp 88 Eng. 50.2	34 Enrolled	26 Completed	2-Dr 2-W 4-Inc	76%
			(3 since passed) (29)	**85%**
Fa 88 Eng. 1	22 Enrolled	15 Completed	1-Dr 3-W 1-D 2-Inc	68%
			(1 since passed) (16)	**73%**
		PUENTE #5 - 1989-90		
Fa 89 Eng. 50.2	36 Enrolled	29 Completed	3-Dr 4-W	81%
Sp 90 Eng. 1	**29 Enrolled	18 Completed	4-Dr 4-W 2-D 1-Inc	62%
			(1 since passed)	**66%**
		PUENTE #6		
Sp 90 Eng. 50.2	35 Enrolled	23 Completed	7-W 5-Inc	66%
			(1 since passed)	**69%**
Fa 90 Eng. 1	***26 Enrolled	14 Completed	3-Dr 5-W 2-D 2-Inc	54%

Completed or passed signifies a C grade or better.
The incompletes signify that students attended but missed a requirement to complete the class. The "D" grade also signifies attendance but less quality work to merit a higher grade. In some cases these students have continued their studies and have cleared the Incomplete or the lower grade.

* Two Puente students from a previous Puente class were added.
** One Puente student from a previous Puente class were added.
***Three Puente students from a previous Puente class were added.

WRITING APPREHENSION

My experience with Mexican-American students shows writing apprehension to be more prevalent than in Anglos. In this study an apprehension measure was used.

Writing apprehension is the "fear or anxiety associated with writing situations" (Daly and Miller, 1975). Daly and Miller developed the Writing Apprehension Test (WAT) that is widely used in the field of English to measure a student's apprehension about writing (p. 47-49).

To counteract apprehension, the Puente Project English instructor teaches writing with a non-punitive approach, a group process and a cooperative exchange of ideas among students, which presents a unique environment resulting in development of better writing skills.

As a counselor observing students, I identify cultural attitudes, body language, feelings and apprehension which sometimes make it difficult for the Mexican American students to function in the classroom setting.

A Mexican-American student looks for peer lead or direction. He doesn't wish to be left out (alone) from the group. Therefore he searches for cues, signs, expressions or a sense of encouragement before proceeding. There is a sense of reluctance. He wants to know if he is on the right track before he moves along orally or in writing.

A student may want to challenge or question the teacher. The student doesn't know whether it is appropriate or disrespectful and may visually see affirmation or a sign to hold it until later. I utilize counseling skills and techniques to support and help students overcome these barriers as they speak and write.

The student's attitude, knowledge and personal experiences (cultural and social) should be the point of reference for personal writing. The following is an example of what should be considered for successful writing.

> But only recently have we confronted the fact that failure among basic writers is as much a product of their low concepts as writers and learners and their inability to formulate satisfying plans and achievable goals as it is a product of a simple lack of information and practice. Two questions need to be answered, however. First, what can be done in the classroom to help students feel more confident as writers? And second, what kinds of writing activities lead students to plan more clearly and reasonably for their future?[3]

The Mexican-American students are more vulnerable because they lack survival skills and the sophistication necessary to move effectively in the system. Presuming that a large number have low self esteem, lack confidence and a higher apprehension writing level than their Anglo counterparts, it's amazing how well they do to compete in the classroom. If in fact they are more vulnerable, it is easier for these Mexican-American students to be discouraged.

Professors placing rigid requirements and difficult assignments early in the semester may be interpreted as unfriendly and unsympathetic to their educational development. The students may need nurturing and directive type counseling, and as the student is acclimated to the system and surroundings, difficult assignments become "challenging assignments".

CONCLUSIONS

1. The ethnic composition of six (6) English classes at Cerritos College indicate that about 70% are other than Anglo.
2. The Mexican-American Group start at a lower grammar skills mean level than the Anglo Group.
3. The Puente Groups score better on a GPA mean than the Mexican-American and Anglo Groups.
4. The Mexican-American Group and the Puente Group scored two grade reading levels lower than the Anglo Group initially in the semester.
5. There is a higher retention (81%) among the Puente students at the first level of English than among the Mexican-American Group (70.4%) and the Anglo Group (71.1%).
6. There is a higher retention (52%) among the Puente Group in Eng. I than among the Mexican-American Group (35.5%).
7. Puente students have a comparatively higher retention level than (non-Puente) Mexican-American counterparts at Cerritos College.
8. By improving the retention of Mexican-American students, the Puente Project greatly enhances the transfer potential to four-year institutions as well as the Associate of Arts degree.
9. The study largely confirms the effectiveness of the Puente Project in improving the academic achievement levels of Mexican-American students.
10. Based on this study there is a clear need for more counseling appointment time per student.

WRITING APPREHENSION TEST

1. The Writing Apprehension Test (WAT) shows there is a significant degree of apprehension among Puente students in writing compared to regular classes at three colleges.
2. In the Writing Apprehension Test, the Puente at ELA College showed a significant difference (higher) at the .05 level in post-test scores across colleges.
3. In the non-Puente Groups, there were no significant differences in the three areas; pre-test, post-test and pre- to post- amount of change across colleges.
4. There was a significant difference in post-test amount of change (less apprehension) between Puente and non-Puente students at ELA.
5. By dividing the WAT test into quartile groups for a more precise group mean per performance, there were statistically significant different amounts of change (less apprehension) between Puente and non-Puente Groups (p. 42-46).

RECOMMENDATIONS

1. Based on this study, Cerritos College Counseling should find a way to encourage Mexican-American students to make more counseling appointments, particularly in the first year.
2. Students should be encouraged by counselors not to take rigorous academic courses until reading skills are cleared.
3. Mexican-American students need strong support early (first six weeks) in the semester. This includes orientation, tutorial, teacher office hours for help, study techniques and a counseling appointment.
4. Cerritos College should have a system for calling students at home when there is a lack of attendance.
5. Counseling should have an orientation for Mexican-American parents to help students succeed. This is to eliminate language and culture barriers and to present a better understanding of the educational system.
6. There is a need for emphasis on posting teacher office hours for help, tutorial services and other techniques for studying.
7. Mexican-American students need encouragement and approval of their lifelong goals. This encouragement must come from peers, counselors and professors. The most critical time for first-time students is with the first six weeks.
8. Absenteeism is the single most important indicator that we will lose students during the semester. Early in the semester is the time for the professor to organize and plan a system to contact and show the student that someone cares.

9. Since the Puente classes have a high retention rate, Cerritos College may incorporate some of the Puente concepts which have been successful.

10. Since almost 70% of Cerritos College classes are multi-ethnic, emphasis must be made for an assessment by students, counselors and teacher toward addressing the needs of the students.

11. Since there is strong evidence that Mexican-American students drop out of college at an alarming rate, the Cerritos College counseling department should identify academic probationary Spanish surname students and offer them a Counseling Guidance (CG) class. The college survival class for Mexican-American students shall deal with cultural values, role models and study skills. The class would be a dropout prevention emphasizing survival skills for positive change.

12. Mexican-American students need a feeling of confidence (confianza) in the system and the classroom. If the feeling of confidence is not achieved, students will more than likely disappear. The development of reading, writing and mathematics skills along with that feeling of "confianza" will assure the eventual success of the Mexican-American students.

13. There should be wider use of writing logs in the classroom to improve communications between teacher and students.

PERSONAL GROWTH

I enrolled in and completed an educational course at California State University Long Beach, MEXA 340, which provided me with valued information on current and updated statistical data as well as the posture of education and educators in meeting the needs of the Hispanic community.

I visited and discussed Puente Project programs with Puente counselors and Puente English teachers at four community colleges. Puente colleagues from these other colleges shared their counseling and teaching techniques that worked with Hispanic students. Counseling time spent with Puente students and other Mexican-American students was noted for comparison. I learned new ideas from the programs at other colleges and was inspired by the energy level of teachers and counselors. Puente has made me more effective in counseling all students due to my focus on the importance of writing in preparation for most careers.

CONTRIBUTION TO COUNSELING AREA

Visiting Puente Project programs at four other colleges enabled me to view first-hand classroom and counseling procedures and techniques. Learning these techniques and methods which worked effectively with students enriched my background. I have shared Puente concepts with counseling staff. These techniques and teaching methods shall be implemented in the future Puente Project classes, the one-on-one counseling sessions and in Career Guidance classes at Cerritos College. Cerritos College Puente personnel have already presented several workshops. We are available for staff development.

CONTRIBUTIONS TO THE COLLEGE

The college will benefit from the counseling and teaching experiences I learned from visiting other colleges. New ideas, procedures and methods in counseling were shared with professionals truly dedicated to helping Mexican-American students. As a result of the Sabbatical leave, students benefitted immediately because in the Fall 1988, I taught a Career Planning class (CG) addressing the needs of the Mexican-American student. The class addresses the issue of college survival skills and cultural needs to help in the selection of careers. I will present a workshop at the California Association on Counseling and Development.

Additionally, I have conducted a pre- and post-survey for the Fall 1988. The Sabbatical experience has led to the formulation of these ideas.

1988
PUENTE PROJECT CASE STUDY
OF FOUR STUDENTS

The selection of the four students surveyed was done by drawing among the 30 Puente students. These students were in the Developmental English class. The following is information about the four new students drawn. Quotes are identified below by codes F1, M2, F3 and F4.

F1. Hispanic Female
20 years old
Birthplace-Los Angeles
Eng/Span spoken at home
Siblings (7)
Ages 5-10
Lives at home
Before Puente GPA - 2.00
After Puente GPA - 2.08
Current 46 units - 2.30

M2. Hispanic Male
26 years old
Birthplace-Lynwood
Eng. only spoken at home
Siblings (5)
Ages 28-35
Lives at home
Before Puente GPA - 2.42
After Puente GPA - 2.87
Current 93 units - 2.85

F3. Hispanic Female
21 years old
Birthplace-Michoacan, Mexico
Eng/Span spoken at home
Siblings (5)
Ages 12-24
Before Puente GPA - 2.19
After Puente GPA - 2.29
Current 61 units - 2.48

F4. Hispanic Female
22 years old
Birthplace-Zacatecas, Mexico
Eng/Span spoken at home
Siblings (6)
Ages 9-27
Before Puente GPA - 2.41
After Puente GPA - 2.81
Current 87 units - 2.56

1. Of the four students surveyed, one listed seven brothers and sisters, two listed five brothers and sisters and one listed six brothers and sisters.

2. Language spoken at home - one checked English only and three both Spanish and English are spoken at home.

3. Two students were born in Mexico, one in Los Angeles and one in Lynwood, California.

4. All four students received a high school diploma.

5. Both parents are living at home for all students.

6. Six of the eight parents were born in Mexico. Two parents (same family) were born in the USA.

7. Three of the four students listed mother as a "housewife". One, branch manager of a bank.

8. Occupation of the fathers were: a. Construction worker, b. Genstar employee, c. Manager, computer test lab, d. Commissary employee, AMTRAK.

In the following survey, each student was asked specific questions. The following were the responses:

"HOW MANY TIMES DID YOU SEE A COUNSELOR IN HIGH SCHOOL?"

F1 "About two times a month."

M2 "A lot. Usually because I was in some type of trouble."

F3 "Three times, once for a schedule change. Another was to drop a class, and the last time was because I got a referral. I rarely saw him just to talk...he was rarely there."

F4 "At least three or four times a year. To select classes for the following semester and to see how I was doing."

"WHAT WERE YOUR FEELINGS OF HAVING A COUNSELOR IN THE PUENTE CLASSROOMS?"

F1 "I like that because you have two different people who know how we feel about certain subjects."

M2 "It was nice to get the feeling that someone who I barely knew cared about me and my educational goals. This has been an inspiration to me."

F3 "I loved it. I thought it was going to be beneficial for me and my classmates. It made me feel like finally I was going to get help individually, not to be helped like in a bunch. It made me feel that what I wrote was important."

F4 "I thought it was great. This way he gets to see what's going on in class."

"DO YOU THINK THE COUNSELOR MADE A DIFFERENCE TOWARD YOUR EDUCATIONAL SUCCESS?"

F1 "Yes, in many ways. He helped us when we needed it."

M2 "Yes, through my counselor I have been able to get my academic schedule planned."

F3 "Yes, definitely, because he motivated me. He was concerned about me. He made me feel more confident about my writing. It was great to have a counselor there. I wish we had one in all our classes."

F4 "He did by helping me select and guide me to choose the right classes for my future."

"HOW DO YOU FEEL ABOUT YOUR ABILITY TO SUCCEED IN THE UNIVERSITY LEVEL? THE FUTURE?"

F1 "My plans have changed, and I plan not to go to the University. Future plans are to work for the airlines."

M2 "I never believed that I would be capable to making it at the University level. I now strongly believe in myself and my ability. I know nothing will stop me from attaining my goals."

F3 "Before Puente, I thought I could never be as good when I reached the University. I used to see it so far away. Now I feel Puente has changed my attitude toward school completely. It made me feel like I could succeed."

F4 "I feel more secure, have more confidence and I have to put a lot of effort. Now, writing is easier to do. I know I can do it with lots of studying."

"HOW MUCH DID YOU WRITE IN HIGH SCHOOL?"

F1 "About two or three times a week."

M2 "Not much."

F3 "Overall, I didn't write much because we spent more time on vocabulary and grammar."

F4 "Not much. Probably one paper every one or two weeks. Teachers didn't emphasize writing as much as in college."

"HOW DID YOU FEEL ABOUT YOUR WRITING SKILLS PRIOR TO PUENTE ENGLISH?"

F1 "Weak, I have had problems in writing skills ever since I can remember. Insecure in writing."

M2 "I felt I knew the format...like an introduction, three supporting paragraphs, and the conclusion, but I didn't like to write."

F3 "Terrible, I didn't feel as though I was capable of writing simple inter-office memos."

F4 "They are pretty good, but I didn't know how to set it out on paper."

"HOW DID PUENTE HELP YOU TO WRITE?"

F1 "We would write our paper then read it to the group. From that, we would get feedback about our paper."

M2 "It taught me to write openly and freely. It showed me how to look at my writing and ask myself questions I would want answered."

F3 "It taught me to write and write until I couldn't stop. It taught me how to brainstorm and how to organize ideas. How to be more clear about ideas in my paper and how to ask questions."

F4 "I think one of the main things that helped me was the groupings that we did at the beginning of class. It helps you to get the students' opinions and hear different ideas from each of them, which helps to improve the paper."

"AFTER TAKING PUENTE ENGLISH, HOW DO YOU FEEL ABOUT YOUR WRITING ABILITY?"

F1 "It's better now, but I still need a little more help."

M2 "I feel better about what I am capable of writing, but I'm not satisfied on how fast my grammar is improving."

F3 "I feel more comfortable with it. I like writing now. It's not like before when it would take me hours to finish a paper. And it used to be so hard for me to get a paper started. I feel it has changed automatically. Now I could write what I feel and not take up so much time."

F4 "I'm still working on it. It helped me a lot, but I still feel a little shaky."

1985-88
PUENTE PROJECT CASE STUDY
OF FOUR STUDENTS

The following is information about four students who completed the Puente Project Program. Quotes are identified by the codes M1, M2, F3 and F4.

M1. Hispanic Male
30 years old
Birthplace-Los Angeles
English & Spanish spoken
Lives at home
Siblings (8)
(Ages unavailable)
Before Puente GPA - 0
After Puente GPA - 2.64
Current 30 units - 2.41

M2. Hispanic Male
24 years old
Birthplace-Los Angeles
Spanish only spoken
Lives at home
Siblings (3)
Ages 26-30
Before Puente GPA - 0
After Puente GPA - 3.0
Current 73 units - 2.62

F3. Hispanic Female
28 years old
Birthplace-Sonora, Mexico
English & Spanish spoken
Single parent
3 children (ages 6-11)
Siblings (5)
Before Puente GPA - 0
After Puente GPA - 3.0
Current 91 units - 2.86

F4. Hispanic Female
22 years old
Birthplace-Mexico
English & Spanish spoken
Living at home
Siblings (5)
Ages 9-24
Before Puente GPA - 2.66
After Puente GPA - 3.0
Current 24 units - 2.03

1. Of the four students surveyed, one listed eight brothers and sisters. Two listed five (5), but one has three children of her own. The last person listed three brothers and sisters, all over 26 years of age.

2. Language spoken at home - Three indicated both English and Spanish spoken at home. One indicated Spanish only.

3. Two students were born in Los Angeles and two in Mexico.

4. Three students earned high school diplomas, one a GED.

5. Three students' parents live at home. One student is a single parent with three children.

6. One student's parents were both born in Ecuador. Two students' parents were both born in Mexico. The fourth student had one parent born in Los Angeles and the other in Mexico.

7. All four students listed mother as "housewife".

8. Occupations of father were listed as Service Repair, House Painter, Screw Machine Operator and Postal Mail Carrier.

The following are responses of specific questions answered by four Puente students:

"HOW MANY TIMES DID YOU SEE A COUNSELOR IN HIGH SCHOOL?"

M1 "To the best of my knowledge, only once in the beginning of my freshman year, and that was because it was mandatory."

M2 "My first three years in high school, I saw my counselor once every semester. During my senior year, I spent more time with my counselor since I was getting ready to graduate."

F3 "Often, to check classes available."

F4 "I used to go see one often because if there was something I didn't like, I'd let my counselor know. Afterwards in the 11th grade, my counselor, Mrs. _ _____, would call me in because she knew that I could easily do the work in the college prep courses, but that I wasn't trying. It wasn't until my last year that she gave me an award."

"WHAT WERE YOUR FEELINGS OF HAVING A COUNSELOR IN THE PUENTE CLASSROOM?"

M1 "A total bomb without him. My personal opinion is that without a Latino as a counselor, the cohesiveness of the project would not have been possible."

M2 "It helped in the sense of opening our eyes to better ways of approaching school work."

F3 "It made me feel that we had more help available to the students."

F4 "To tell you the truth, if he would not have been there the first time I walked into the Puente Project back in '85, I wouldn't have stayed because I was very introverted at the time and I always saw him as a friend."

"DO YOU THINK THE COUNSELOR MADE A DIFFERENCE TOWARD YOUR EDUCATIONAL SUCCESS?"

M1 "I definitely feel that the counselor had a tremendous impact. His impact on the class was very positive because of his personality which was one of warmth, compassion and of a caring attitude. His Latino presence with his many years as a counselor made this possible."

M2 "I think so. Having a class relationship with a counselor gave me confidence to know that I had someone to turn to in times when there was a need for help."

F3 "The counselor helped all of us personally and educationally. He also participated, allowing for his position to be put aside and be one more of the students. This made me feel as if we were equal."

F4 "I have to say this much, if he wouldn't have kept after me and given me his time and all that great advice and support, I wouldn't be back after all this time. I used to try to avoid him when I'd come to school for something because I didn't want to be a failure in his eyes. Thanks to him, though, I'm back and more determined than ever."

"HOW DID YOU FEEL ABOUT YOUR ABILITY TO SUCCEED AT THE UNIVERSITY LEVEL? THE FUTURE?"

M1 "I feel very good about my ability to compete at the University level because my confidence, self-esteem and skills at writing have improved vastly."

M2 "As I said before, I'm very confident about my ability to succeed at a University level. I'm very successful here now, and I see now reason why I shouldn't be in the future, as long as I apply all my knowledge."

F3 "Before Puente, I'd say it was very foggy. Now it seems much clearer for school and the future."

F4 "I am now more than sure that I will succeed and be the best at whatever I might decide to major. This is something I want badly."

"HOW MUCH DID YOU WRITE IN HIGH SCHOOL?"

M1 "To the best of my knowledge, not at all."

M2 "Hardly anything since the classes and the teachers did not require written papers as assignments."

F3 "We wrote quite a bit--probably as much as in Puente, but the atmosphere wasn't as positive or enjoyable."

F4 "In the beginning (9th and 10th grades), I hardly ever wrote. As a matter of fact, I detested English until I began my junior year in high school and had a teacher that turned me around completely, and I found I was very good at English--writing, that is!"

"HOW DID YOU FEEL ABOUT YOUR WRITING SKILLS PRIOR TO PUENTE ENGLISH?"

M1 "I thought that writing was easy, but I soon found that effective writing requires much diligent work and sacrifice."

M2 "I felt that I had good writing skills, since I did not have any problems at a high school level."

F3 "Not capable of doing a good writing paper."

F4 "I thought I knew it all, but when I came into Puente English, I found that I lacked content in my writing because I was locked into pattern writing. I wasn't able to write freely because I was too concerned with the structure of my paper. I'm grateful for Puente."

"HOW DID PUENTE HELP YOU WRITE?"

M1 "It gave me encouragement and moral support, but most of all it gave me hope--to believe in myself."

M2 "The whole idea of free writing and group analysis, in my opinion, was a big help since it motivated me to help my classmates write as well as my own."

F3 "It enabled me to see other aspects of my writing potential and feel free to write with more feelings, and this made them better papers."

F4 "Well, first of all, they showed me how to express myself without blocking my writing mentally. They also helped me to see a lot of mistakes I was making. I know I could write, but the guidance and the caring have made me a better writer."

"AFTER TAKING PUENTE ENGLISH, HOW DO YOU FEEL ABOUT YOUR WRITING ABILITY?"

M1 "I feel very good about my writing. I feel my writing has improved a hundred fold and I will continue to improve--hopefully, another hundred percent."

M2 "I am very confident about it. I know that every day we learn something new, but at this point in time, I feel that I am able to go over any obstacle that I find along the way."

F3 "I feel very confident of my writing potential. I will be able to tackle any writing assignment in the future with more ease."

F4 "I have much more self-esteem, and I am very confident about my writing. I know that in the future I will be able to overcome many obstacles."

CASE STUDY CHARACTERISTICS OF PUENTE STUDENTS

1. These students seem to have a strong influence of another language and culture at home.
2. These students are part of larger-than-average families and live at home with parents.
3. These students attend Cerritos College and have a high school diploma.
4. These students have less writing experience in lower grades before attending Cerritos College. Most students lacked positive and enjoyable writing experiences.
5. These students feel their writing skills are weak, and they feel bad about this.
6. These students didn't see a high school counselor enough for the purpose of guidance or career selection.
7. The Puente writing process seemed to build their self-confidence and encouraged further writing development. Students began to investigate other careers.
8. These students felt good about the counselor in the classroom because he inspired, encouraged, motivated and was accessible.
9. These students seemed to have a more realistic self-appraisal of their writing ability after the Puente class.
10. These students feel more positive on accepting new challenges in the future. They are no longer fearful of going on to the University level.

PUENTE PROJECT

WRITING APPREHENSION TEST RESULTS

During the Fall '88 semester, I was looking for an appropriate test for Puente students and non-Puente students. I decided on using the Writing Apprehension Test (WAT). Since the Puente Project emphasizes a positive approach and lessens anxiety in the group process for developing writing skills, it seemed the WAT was a suitable test for the study. (Appendix E)

Three colleges were asked to participate. At each community college, a Puente and a non-Puente class were pre- and post-tested for writing apprehension level. There was a comparative analysis done on the results.

RESULTS

The Puente Group at ELA College showed a significant difference at the .05 level in post-test scores across colleges.

DIFFERENCES IN PUENTE POST-TEST SCORES ACROSS COLLEGES

COLLEGE	NUMBER	T-TEST 2-TAIL PROB
*EAST LOS ANGELES	27	.026
RIO HONDO	18	
*EAST LOS ANGELES	27	.001
RANCHO SANTIAGO	16	
RIO HONDO	18	.167
RANCHO SANTIAGO	16	

*Indicates a statistically significant difference between groups.

The Puente Group at the other colleges (Rio Hondo and Rancho) did not show a significant difference in the pre-test or the pre- to post-test.

In the non-Puente groups, there were no significant differences in the three areas: pre-test, post-test, and pre- to post- amount of change across colleges.

DIFFERENCES IN NON-PUENTE GROUP PRE-TEST SCORES ACROSS COLLEGES

COLLEGE	NUMBER	T-TEST (2-TAIL PROB)
EAST LOS ANGELES RIO HONDO	22 15	.973
EAST LOS ANGELES RANCHO SANTIAGO	22 5	.663
RIO HONDO RANCHO SANTIAGO	15 5	.641

DIFFERENCES IN NON-PUENTE GROUP POST-TEST SCORES ACROSS COLLEGES

COLLEGE	NUMBER	T-TEST (2-TAIL PROB)
EAST LOS ANGELES RIO HONDO	22 15	.211
EAST LOS ANGELES RANCHO SANTIAGO	22 5	.803
RIO HONDO RANCHO SANTIAGO	15 5	.598

DIFFERENCES IN NON-PUENTE GROUP PRE- TO POST-TEST AMOUNT OF CHANGE ACROSS COLLEGES

COLLEGE	NUMBER	T-TAIL (2-TAIL PROB)
EAST LOS ANGELES	22	.374
RIO HONDO	15	
EAST LOS ANGELES	22	.248
RANCHO SANTIAGO	5	
RIO HONDO	15	.146
RANCHO SANTIAGO	5	

There was a significant difference between ELA and the other two colleges (all students) on post-test amounts of change.

DIFFERENCES BETWEEN COLLEGES (ALL STUDENTS) POST-TEST SCORES

COLLEGE	NUMBER	T-TAIL (2-TAIL PROB)
*EAST LOS ANGELES	49	.013
RIO HONDO	33	
*EAST LOS ANGELES	49	.004
RANCHO SANTIAGO	21	
RIO HONDO	33	.401
RANCHO SANTIAGO	21	

*Indicates a statistically significant difference between groups.

There was a significant difference in post-test amount of change between Puente and non-Puente students at ELA.

DIFFERENCES IN NON-PUENTE GROUP PRE- TO POST-TEST AMOUNT OF CHANGE ACROSS COLLEGES

GROUP	NUMBER	T-TEST (2-TAIL PROB)
PRE-TEST		
PUENTE	27	.537
NON-PUENTE	22	
POST-TEST		
*PUENTE	27	.001
NON-PUENTE	22	
CHANGE		
PUENTE	27	.018
NON-PUENTE	22	

*Indicates a statistically significant difference between groups

Since there was a large spread between the lower score (44) and the upper score (76), students were divided into four distinct groups, based on pre-test writing apprehension score. The results could provide a more precise group mean performance. The four groups represent the following pre-test scoring range.

GROUP 1	44 OR LOWER
GROUP 2	45 TO 60
GROUP 3	61 TO 75
GROUP 4	76 OR HIGHER

APPENDIX D

DIFFERENCES BETWEEN PRE-TEST AND POST-TEST WRITING APPREHENSION SCORES, PUENTE PROJECT AND NON-PUENTE PROJECT STUDENTS AT THREE COMMUNITY COLLEGE CAMPUSES

EAST LOS ANGELES COLLEGE

PUENTE PROJECT — ANOVA F PROB. = .0030

GROUP	NUMBER	MEAN CHANGE
GROUP 1	5	.8000
GROUP 2	14	10.4286
GROUP 3	7	14.8571
GROUP 4	1	37.0000

STATISTICALLY SIGNIFICANTLY DIFFERENT AMOUNTS OF PRE- TO POST-TEST CHANGE OCCURRED BETWEEN THE FOLLOWING GROUPS:

GROUP 1 <----> GROUP 2 GROUP 1 <----> GROUP 3
GROUP 1 <----> GROUP 4 GROUP 2 <----> GROUP 4
GROUP 3 <----> GROUP 4

NON-PUENTE PROJECT — ANOVA F PROB. = .7995

GROUP	NUMBER	MEAN CHANGE
GROUP 1	2	4.5000
GROUP 2	12	4.0000
GROUP 3	8	6.0000
GROUP 4	0	.0000

NO STATISTICALLY SIGNIFICANT DIFFERENCES IN THE AMOUNT OF PRE- TO POST-TEST CHANGE WERE OBSERVED BETWEEN GROUPS.

APPENDIX D

PUENTE PROJECT

WRITING APPREHENSION TEST RESULTS

NON-PUENTE PROJECT — ANOVA F PROB. = .8894

GROUP	NUMBER	MEAN CHANGE
GROUP 1	0	.0000
GROUP 2	3	10.0000
GROUP 3	2	11.0000
GROUP 4	0	.0000

NO STATISTICALLY SIGNIFICANT DIFFERENCES IN THE AMOUNT OF PRE- TO POST-TEST CHANGE WERE OBSERVED BETWEEN GROUPS.

DIFFERENCES BETWEEN PRE-TEST AND POST-TEST WRITING APPREHENSION SCORES, PUENTE PROJECT AND NON-PUENTE PROJECT STUDENTS COMBINED, AT THREE COMMUNITY COLLEGE CAMPUSES

EAST LOS ANGELES COLLEGE
ALL STUDENTS COMBINED

ANOVA F PROB. = 0018

GROUP	NUMBER	MEAN CHANGE
GROUP 1	7	1.8571
GROUP 2	26	7.4615
GROUP 3	15	10.1333
GROUP 4	1	37.0000

STATISTICALLY DIFFERENT AMOUNTS OF PRE- TO POST-TEST CHANGE OCCURRED BETWEEN THE FOLLOWING GROUPS:

GROUP 1	<---->	GROUP 3	GROUP 1	<---->	GROUP 4
GROUP 2	<---->	GROUP 4	GROUP 3	<---->	GROUP 4

APPENDIX D

PUENTE PROJECT

WRITING APPREHENSION TEST RESULTS

RIO HONDO COLLEGE
ALL STUDENTS COMBINED

ANOVA F PROB. = .0214

GROUP	NUMBER	MEAN CHANGE
GROUP 1	2	4.0000
GROUP 2	19	1.7895
GROUP 3	11	13.7273
GROUP 4	1	3.0000

STATISTICALLY SIGNIFICANT DIFFERENT AMOUNTS OF PRE- TO POST-TEST CHANGE OCCURRED BETWEEN THE FOLLOWING GROUPS:

GROUP 2 <----> GROUP 3

RANCHO SANTIAGO COLLEGE
ALL STUDENTS COMBINED

ANOVA F PROB. = .9411

GROUP	NUMBER	MEAN CHANGE
GROUP 1	2	10.5000
GROUP 2	8	6.5000
GROUP 3	8	7.6250
GROUP 4	3	9.0000

NO STATISTICALLY SIGNIFICANT DIFFERENCES IN THE AMOUNT OF PRE- TO POST-TEST CHANGE WERE OBSERVED BETWEEN GROUPS.

APPENDIX D

PUENTE PROJECT

WRITING APPREHENSION TEST RESULTS

DIFFERENCES BETWEEN PRE-TEST AND POST-TEST WRITING APPREHENSION SCORES, ALL PUENTE PROJECT STUDENTS COMBINED (ALL THREE COMMUNITY COLLEGE CAMPUSES)

ANOVA F PROB. = .0491

GROUP	NUMBER	MEAN CHANGE
GROUP 1	9	3.6667
GROUP 2	27	6.7778
GROUP 3	20	13.4500
GROUP 4	5	13.4000

STATISTICALLY SIGNIFICANTLY DIFFERENT AMOUNTS OF PRE- TO POST-TEST CHANGE OCCURRED BETWEEN THE FOLLOWING GROUPS:

GROUP 1	<---->	GROUP 3	GROUP 2	<---->	GROUP 3
GROUP 2	<---->	GROUP 4	GROUP 3	<---->	GROUP 4

DIFFERENCES BETWEEN PRE-TEST AND POST-TEST WRITING APPREHENSION SCORES, ALL PUENTE PROJECT STUDENTS COMBINED (ALL THREE COMMUNITY COLLEGE CAMPUSES)

ANOVA F PROB. = 4229

GROUP	NUMBER	MEAN CHANGE
GROUP 1	2	4.5000
GROUP 2	26	3.7308
GROUP 3	14	6.7857
GROUP 4	0	.0000

NO STATISTICALLY SIGNIFICANT DIFFERENCES IN THE AMOUNTS OF PRE- TO POST-TEST CHANGE OCCURRED BETWEEN GROUPS

APPENDIX E

WRITING APPREHENSION TEST

(WAT)

Writing apprehension is the fear or anxiety associated with writing situations (Daly and Miller, 1975). Daly and Miller developed the Writing Apprehension Test (WAT) that is widely used in the field of English to measure a student's apprehension about writing. A person's score on the WAT may range between 20 and 100. The higher the score, the more apprehension one generally feels about writing. Scores below 45 indicate a very low level of apprehension about writing. People with scores in this area are likely to enjoy writing generally and seek opportunities to write. The range of scores between 45 and 75 represent the "normal" range of apprehension about writing. For people in this range, some writing will create apprehension while other writing will not. Scores above 75 indicate a very high level of apprehension about writing. People with such high scores will be troubled about many kinds of writing and are likely to avoid writing in most situations when they can.

The WAT has a moderate correlation (around .30) with the Personal Report of Communication Apprehension (PRCA), which focuses on oral communication apprehension. This means apprehension about talking and writing are somewhat related. However, it also means it is quite possible for a person to be very apprehensive about one form of communication but not apprehensive about the other.

The WAT appears on the following page.

APPENDIX E

WRITING APPREHENSION TEST

(WAT)

Directions: Below are a series of statements about writing. There are no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by marking whether statement is (1) REALLY TRUE, (2) TRUE, (3) SOMETIMES TRUE, (4) NOT TRUE, (5) REALLY NOT TRUE. While some of these statements may seem repetitious, take your time and try to be as honest as possible.

___ 1. I avoid writing.
___ 2. I have no fear of my writing being evaluated.
___ 3. I look forward to writing down my ideas.
___ 4. My mind seems to go blank when I start to work on a composition.
___ 5. Expressing ideas through writing seems to be a waste of time.
___ 6. I would enjoy submitting my writing to magazines for evaluation and publication.
___ 7. I like to write my ideas down.
___ 8. I feel confident in my ability to clearly express my ideas in writing.
___ 9. I like to have my friends read what I have written.
___10. I'm nervous about writing.
___11. People seem to enjoy what I write.
___12. I enjoy writing.
___13. I never seem to be able to clearly write down my ideas.
___14. Writing is a lot of fun.
___15. I like seeing my thoughts on paper.
___16. Discussing my writing with others is an enjoyable experience.
___17. It's easy for me to write good compositions.
___18. I don't think I write as well as most other people.
___19. I don't like my compositions to be evaluated.
___20. I'm no good at writing.

APPENDIX E

SCORING

ROW A		ROW B	
1.	___	2.	___
4.	___	3.	___
5.	___	6.	___
10.	___	7.	___
13.	___	8.	___
18.	___	9.	___
19.	___	11.	___
20.	___	12.	___
	_____	14.	___
TOTAL		15.	___
		16.	___
		17.	___
			_____
			TOTAL

1. TOTAL UP ROW A. (WRITE ANSWER HERE) _____
2. TOTAL UP ROW B. (WRITE ANSWER HERE) _____
3. SUBTRACT ROW A FROM 48. (WRITE ANSWER HERE) _____
4. ADD ANSWER FROM STEP 3 TO TOTAL OF ROW B _____
   THIS IS YOUR WAT SCORE

- 44 OR LOWER = LOW LEVEL OF APPREHENSION ABOUT WRITING
- 45 TO 75 = "NORMAL" RANGE OF APPREHENSION
- 76 OR HIGHER = VERY HIGH LEVEL OF APPREHENSION ABOUT WRITING (LIKELY TO AVOID WRITING IN MOST SITUATIONS)

BIBLIOGRAPHY

1. College English Placement Test
   Oscar, M. Haugh, Professor of Education. University of Kansas. James I. Brown, Professor of Rhetoric, University of Minnesota. Houghton Mifflin Company, Boston. Copyright 1969

2. The Nelson-Denny Reading Test
   James Brown, Ph.D. Michael Bennett, Ed.D. Gerald Hanna, Ed.D. The Riverside Publishing Co. Copyright 1981

3. College Composition and Communication, Vol. 38, No. 4,
   December 4, 1987, p. 458. "Collaboration of Teacher and Counselor in Basic Writing." Patrick Bizzaro, East Carolina University. Stuart Werner, North Virginia Community College.

4. Virginia Richmond and James C. McCroskey.
   Communication: Apprehension, Avoidance and Effectiveness, Arizona: Gorsuch Scarisbrick, Publishers, 1985, p. 32